

END OF TERM I EXAMINATIONS
FORM FOUR ENGLISH
PAPER I 101/1 (FUNCTIONAL SKILLS)
MARKING SCHEME

QUESTION ONE: FUNCTIONAL WRITING

Your pen pal from America has written to you, requesting that you visit them during the August holiday. She has also requested you to send her the recipe of your favourite meal which will be prepared in your honour on your arrival. She has asked you to confirm you're going in one week's time. Write to her, accepting her invitation and attaching the recipe, via **E-mail**. (20marks)

(Expect an E- mail, if not deduct up to 2 marks)

FORMAT

1. FROM: -F½}
2. TO: -F ½} If inter- changed, do not deny
3. Date: F ½ 4. Time (24hr format)
4. Subject: F ½
 - (A recipe of (name of meal)
5. Salutation - F½
 - (Friendly letter, therefore , the salutation should be informal)
 - Do not accept – Dear Friend. (A specific name should be used.)
6. Signing off / valediction/closing tag and name of the writer -F1
 - (The signing off should be informal - The name must be more than one
 - Do not award if only one name is given. Total mark for format = 04

CONTENT:

1. Greetings/ welfare –hey/hi, how are you? –C1
2. Indicate the mail is a reply – I received /got your letter/e-mail.../ I was glad to hear from you – C1
3. Appreciation of invitation and confirmation of going –C1
4. A brief background introduction of the meal –nutritional value/benefit –C1
5. Ingredients- (must be in note form)- C2
 - Appropriate unantities must be indicated
6. Instructions for cooking. -must be in note form- C2
7. Conclusion-any suitable one e.g. method of serving.

- How many people the meal serves –C2
- Total marks for content =10

Language =06

F=04

C=10

L=06

Total =20

LANGUAGE USE

An impression mark should be given based on the candidates overall linguistic ability as follows:

GROUP A (06 MARKS)

- Ease of expression with no errors of punctuation, spelling and grammar
- Good planning/organization of ideas
- Clever use of vocabulary and maturity in language use
- Items of merit present
- Definite spark

GROUP B (05 MARKS)

- Communicates fluently, with ease of expression
- Well-constructed sentences
- Good use of vocabulary
- Some errors

GROUP C (03-04 MARKS)

- Lack of confidence in language use
 - Very simple sentences
 - Mother tongue interference
 - All manner of grammatical errors
- ### GROUP D (01-02 MARKS)

- Candidate does not communicate; their language ability is so minimal that the examiner has to guess what they intended to write.
- Poor use of expressions
- Gross errors in spelling
- NB: Identify broken part

QUESTION TWO: CLOZE TEST (10 MARKS)

Read the passage below and fill in the blank spaces with the most appropriate word.

The positive way to react to disappointment is to use it as a...

1...**chance/reason**.....for growth. This is not easy, but it is the only way to deal with an
 2...**unavoidable/inevitable**.....aspect of life. Helen the woman who was not promoted, could have ...3...**handled/managed**..... her disappointment by looking at other ...4...**options/possibilities**..... For instance, if her boss did not recognize her talent and hard work, 5...**perhaps /maybe/possibly**.....she could transfer to another department or ask the boss how she could improve her performance in order to be a candidate. 6.....**for**..... the next promotion. Jamal, the young man who did not. 7.. **get**..... into the college of his dreams, should look into other institutions of higher learning. Going to another college may encourage him to be his ...8...**own**.....man, step out of his brother’s shadow and realize that being turned ...9...**down**..... by one college is not a final judgement on his abilities or potential. Disappointments in life can make us bitter or better, 10...**whether**..... we become victims or victors of choice.

QUESTION THREE: ORAL SKILLS (30 MARKS)

a. Read the poem below and then answer the questions that follow:

The Beard

(By Proscovia Rwakyaka)

In the pulpit he swayed and turned
 Leaned forward, backward
 To the right; to the left
 His solemn voice echoed;
 Lowly, the congregation followed,
 “Do you love your neighbor?”
 Meekly they bow at his keen eye
 Now examining a grey head
 Heaving under her sobs
 “Her sins weigh on her!”
 So with her, he chats outside;
 “Weep not child, you are pardoned”
 “But, sir, your beard conjured up
 The spirit of my dead goat!”

- i. Identify and illustrate **two** sound patterns used in the poem and their effectiveness(4marks)
- Alliteration** – heaving her / her he/his heart
 - Assonance** – congregation followed/ meekly keen/ do you/forward backward
 - Consonance** – forward backward / beard conjured, /and turned
 - Rhyme** (do not accept rhyming words) – echoed followed
 (Sounds must be underlined.)

(Mark the first two and ignore the rest.)

(Award for identification without illustration BUT no mark for illustration without identification.)

(Do not award where there is under-underlining/over-underlining)

- ii. Describe how you would say the following lines in the poem. (Give one verbal and one non-verbal cue)

1. "Do you love your neighbor?" (1mark)

- a. I would say it in a rising intonation because it is a question that requires a Yes/No answer.
- b. I would stress the words love and neighbor for they are content words.
- c. I would smile when saying love.
- d. I would point at the audience , turning eyes from one side to another.
- e. I would use open hand gestures.

2. "But, sir, your beard conjured up (2marks)
The spirit of my dead goat!"

- a. I would pause after but and sir.
- b. I would use a rising intonation at but, sir, and a falling intonation for the rest of the line.
- c. I would stress the words sir, beard, conjured, spirit, dead goat because they are content words (a minimum of two words)
- d. I would say it in a sad/sorrowful tone to indicate sorrow.
- e. I would say it with a facial expression to show surprise.
- f. I would point at my chest (my).
- g. I would touch my chin to indicate beard.
- h. I would say it with raised eyebrows.
- i. I would say it with eyes wide open to show surprise.

- b. For each of the following words, provide another that has the same pronunciation(6marks)

- i. Missed **Mist**
- ii. Blew..... **Blue**..... iii.
- Corps..... **Core**..... iv.
- Colonel..... **kernel**..... v.
- Crews..... **Cruise**.....
- vi. Urn **Earn**

- c. Indicate the intonation to use with the following sentences(2marks)

- i. You saw the pyramids?..... **Rising (a question that requires a Yes/No....**
- ii. What an interesting novel this

is!.....**Falling (Exclamative)**..... iii. Could you
 pass the sugar?.....**Rising (Request)**.....
 iv. Close the door.....**Falling**
 ...(Command).....

(Do not accept raising intonation).

- d. Give three possible meanings of the following statement with respect to the underlined words (3marks)

Mona went to the party yesterday.

Mona - Nobody else except Mona went to the party yesterday.

Party – Nowhere else did Mona go except to the party yesterday.

Yesterday – No other time / day did Mona go to the party except yesterday.

- e. Underline the stressed syllables in the words in bold in the following sentences(2marks)

i. The demonstrators were denied **access** to the building. (**syllable with doubles**)

ac.cess (double consonants stressed)

ii. He has a strong **dislike** for bananas.

dis.like (root word stressed; prefixes/suffixes not stressed)

iii. She is sick but I know she will **manage** to do the exam. **man. age (An exception; first syllable stressed though word used a verb.)**

iv. We all ran out when the security guard raised the **alarm**.

a. larm (longer syllable stressed whether word is used as a noun or not.)

- f. You are taking part in a group discussion on the main themes in the compulsory novel, “Fathers of Nations”. You are eager to give your contribution. what cues will indicate that it is your turn to speak? (3marks)

a. When the previous speaker has finished talking.

b. When the chairperson gives you a chance to speak.

c. When the other group members look at you. When the other group members’ /chair nods in your direction/points at you.

- g. Pick the odd word out based on the pronunciation of the underlined sounds(3marks)

i. Steady jealousy measly weapon

Measly – long /i/, all others are /e/ ii.

Chic chauffeur chassis

charisma

Charisma- /k/, iii. Cool

book

food

pool

Book –short / /all others are/u:/ iv.

Vision sure usual

fusion

Sure- //

v. English examination energy encourage

Energy -/e/ all others are short /i/ vi.

Dough rough cough tough

Dough – all others end in /f/

h. Read the following conversation and then answer the questions that follow.

Jane: (Looking at the phones on display) Good morning.

Trader: What do you want?

Jane: (Surprised) Er, I would like to buy a nice phone.

Trader: All phones on display here are fantastic. Which one of them do you want?

Jane :(Pointing) This one looks great. How much is it?

Trader: Twenty thousand shillings.

Jane: Goodness, you can't be serious! You are extremely expensive.

Trader: Then find another shop.

Jane: Um, what about a discount, please I am serious about buying a phone.

Trader: (Uninterested) Really?

Jane: (Exiting) I'm really sorry to have bothered you.

Trader: (Cursing) Get lost!

i. Give two instances that show etiquette(2marks)

a. Jane greets the trader – Good morning

b. Jane responds politely – Please I am...

c. Jane apologizes politely- I' m really sorry... Illustrations are mandatory.

ii. In your own words, rewrite any **two** of the responses of the trader to demonstrate negotiation skills and politeness. (2marks)

a. What do you want – How may I help you? /Kindly, what would you like/ Please, how can I help you?

b. Then find another shop- Kindly try at another shop/ please try at another shop.

c. Get lost – No problem /Not at all.

d. Really –I'm sorry but we do not offer any discount.

(Award the first two, ignore the rest)